

IT'S YOUR BRAIN . . .



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USE IT OR LOSE IT

AI Has No Place Among The Arts

For this edition, I researched the impacts of generative AI in classrooms at Shaker. But the effects of AI go beyond cutting corners on a school assignment.

When I sat down to write this, I felt overwhelmed. There are so many important topics to cover right now. Even within the subject of AI, there are countless relevant angles. There's no way to cover everything. So I decided to write about something important to me.

The arts have always been integral to my life and identity. I grew up eagerly attending shows at Playhouse Square, voraciously reading fantasy books, and writing short stories. I've always wanted to pursue a career in writing. But now, as a junior looking at colleges and planning my future, I'm worried about what the world will look like when I graduate.



ISABEL SIEGEL
Managing Editor

Despite fears of a robot apocalypse, the AI bots most used right now aren't sentient machines taking over the world. They're writers. Bots such as ChatGPT can produce any writing, image or video when given a prompt. It's one thing when a stressed student uses AI as a shortcut for academic work. But AI shouldn't invade our means of expression. During the 2023 Writers Guild of America strike, one demand was that AI would only be used as a tool for research or ideas, not to replace writers. AI trends have taken over social media – whether it's uncanny videos or custom chatbots. AI is everywhere, but it's not being used for practical purposes – it's intruding on the arts.

Right now, President Trump is dismantling AI protections. One of his first actions was to repeal the Biden administration's Executive Order on Safe, Secure and Trustworthy Development and Use of Artificial Intelligence, which established standards to ensure safety and security with AI. At the same time, he is pushing an agenda of censorship – from limiting the journalists who have access to Trump in the press pool, to banning DEI programs in schools. Recently, Trump posted an AI-generated video of "Trump Gaza" on social media.

We need to produce real, human thoughts – not AI-generated statements. Creativity, in all forms – fiction, poetry, plays, photography, films – exposes us to different human experiences. Though it serves as entertainment, it can also be a form of awareness and protest. That's why people ban books.

AI can't replace the process of creating. It can't replace your ideas, values and experiences. It doesn't have to be groundbreaking – even writing bad poetry or a cliché break-up song is cathartic. AI can't recreate that. The way to combat censorship is to continue creating. The more we produce real, human writing, the less power AI-generated propaganda will have. This gives us autonomy. We must constantly remind people that AI can't replace real art and writing. We should create media that people want to ban.

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What will next year's bell schedule be? Liam MacGilvray's story about and timeline of the ever-changing schedules at SHHS will make it clear.

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Spring sports are about to be in full swing. Read Sports Writing reporters' previews and Spencer Zbanek's column on the danger of sports betting.

On the Cover

DYLAN SMITH
'Rite Artist

I drew this cover to represent the true extent of what using AI does to us.

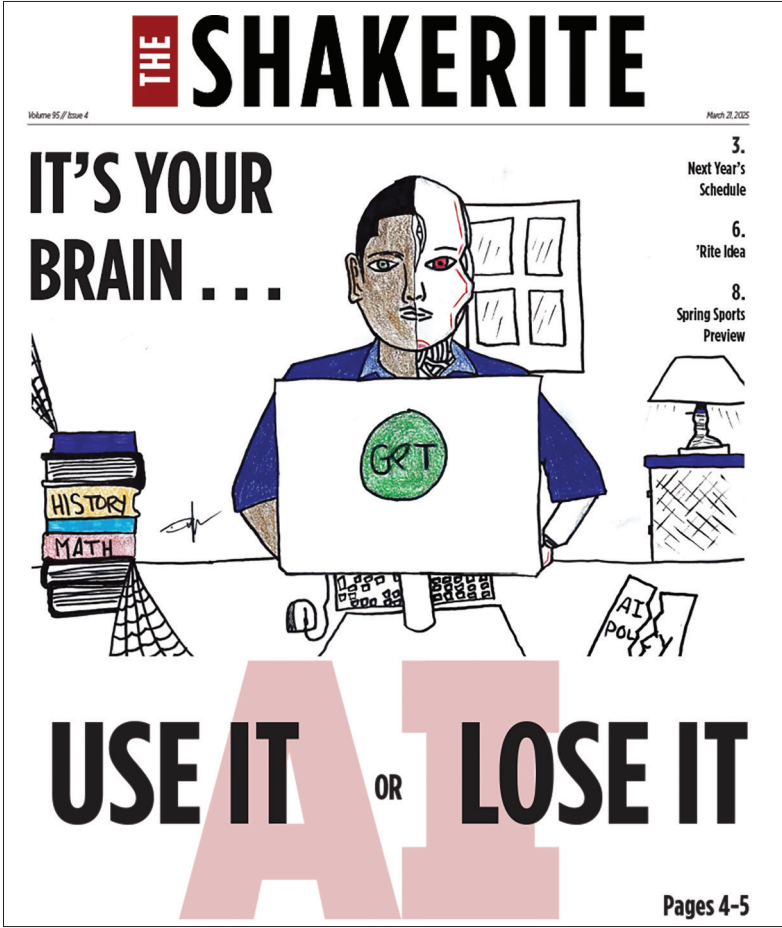
I drew a half-human, half-robot student to illustrate that the brain power we produce with AI isn't all ours. I wanted to demonstrate that we are discarding books more and more for technology use.

I don't have a vendetta against AI use, because it's so convenient in so many cases. Who doesn't love Grammarly for pointing out our unbearable spelling errors? Google's AI Overview tells us ChatGPT "is a sophisticated AI chatbot, created by OpenAI, that uses natural language processing to understand and generate human-like text, enabling conversations, writing, and more."

Yeah, that's a real quote by our pal, AI. Our strongest tool is our minds, and using AI to make those brain-powered decisions for you won't help at all.

I make sure to put my all into my drawings, using inspiration from the real world and adding my creative twists with the help of The Shakerite's team of big brains and great ideas.

Some things you just can't AI.



THE SHAKERITE

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Editor in Chief Eliot Call • **Managing Editor** Isabel Siegel • **Design Managing Editor** Alison Teeter • **Copy Chief** Daniel Carroll • **Raider Zone Editor** Vaughn Ulom • **Raider Zone Editor** Eamonn Furey • **Raider Zone Editor** Spencer Zbanek • **Opinion Editor** Ingrid Holda • **Spotlight Editor** Olivia Cavallo • **Campus and City Editor** Liam MacGilvray • **Campus and City Reporter** Vijaya Sadler • **Photo Editor**

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NEXT YEAR, TOMORROW WILL BE THE SAME AS TODAY

MONDAY SCHEDULE		
Period	Begins	Ends
1	8:20 AM	9:05 AM
2	9:09 AM	9:59 AM
3	10:03 AM	10:48 AM
Lunch 4	10:52 AM	11:22 AM
5	11:26 AM	11:37 AM
Lunch 6	11:41 AM	12:11 PM
7	12:15 PM	12:26 PM
Lunch 8	12:30 PM	1:00 PM
9	1:04 PM	1:49 PM
10	1:53 PM	2:38 PM
Meetings	2:40 PM	4:00 PM

REGULAR SCHEDULE		
Period	Begins	Ends
1	8:20 AM	9:10 AM
2	9:14 AM	10:09 AM
3	10:13 AM	11:03 AM
Lunch 4	11:07 AM	11:37 AM
5	11:41 AM	11:57 AM
Lunch 6	12:01 PM	12:31 PM
7	12:35 PM	12:51 PM
Lunch 8	12:55 PM	1:25 PM
9	1:29 PM	2:19 PM
10	2:23 PM	3:13 PM
Conferences	3:15 PM	4:00 PM

The 2025-26 bell schedules reflect a return to an every class, every day philosophy that prevailed at the high school for decades before Gov. Mike DeWine closed Ohio school buildings on March 13, 2020 because of the rising threat of COVID-19. Since then, SHHS has employed five unique versions of block schedules, which were first adopted when instruction resumed in order to limit the number of students and, thus, the chance of infection, in the building daily. These schedules required the ongoing consent of the Shaker Heights Teachers' Association because they violated terms of the existing contract agreement. Next year, students will eat lunch during periods 4, 6 or 8. If a student eats during Lunch 4, for example, they will attend one class during periods 5 and 6, and another during periods 7 and 8.

Illustration by Liam MacGilvray

After following 6 unique schedules since 2020, SHHS will return to 50-minute daily classes

LIAM MACGILVRAY
Campus and City Editor

The high school will return to an every class, every day schedule when the 2025-26 school year begins.

The change follows five years of block scheduling, which began during the 2020-21 school year, when school was held virtually, and then concurrently, due to the height of the COVID-19 pandemic.

During the 2019-20 school year, and for decades before, the schedule comprised 10 daily periods. Students took seven classes, and ate lunch over three periods: 4, 6 and 8. That schedule was disrupted when the pandemic prompted asynchronous online learning after schools were closed March 13, 2020.

Block scheduling was introduced in the 2020-21 school year, which began virtually. On Mondays, students would attend all eight of their classes in 40-minute periods. On the other days, students attended four classes per day in 80-minute periods. In January 2021, some students returned to in-person learning four days a week, with Mondays remaining online.

During the 2021-22 school year, classes were in-person only, with eight class periods divided evenly in a block schedule comprising A and B days.

The 2022-23 schedule dropped the class

count to seven and re-introduced the all-class Monday schedule. The eighth period was replaced with Flex Block, when students could attend conferences or participate in extracurricular activities. Flex Block occurred twice weekly on even days. Attendance was optional, which enabled many students to leave school early.

The 2023-24 schedule was the same as the previous year's, but Flex Block became mandatory and attendance was recorded.

This year, Flex Block was eliminated, and the schedule reverted to the eight-period, alternate-day block model used during the 2021-22 school year. Originally, there were going to be four lunch periods in this schedule in an effort to reduce the number of students in each lunch block. Following problems with the PowerSchool scheduling system, the four lunch periods were never implemented.

A proposed schedule for next year was sent to staff Dec. 17. In this schedule, school would begin at 8:20 a.m. and end at 3:13 p.m., with all classes meeting daily for 50 minutes. The school day would end at 2:38 on Mondays in order to allow time for staff meetings; Monday classes would last 45 minutes.

Dr. John Morris, Shaker Heights Teachers' Association president, confirmed Feb. 28 that the proposed schedule is in place for next

“I think the consensus is that we’re in a 19th-century, early 20th-century building, and we’re trying to do 21st-century, 90-minute classes, and that doesn’t work in this setting as it stands.”
John Morris

school year.

The schedule will constitute seven class periods every day. According to Morris, the primary reason for the change is the teachers' contract, which states that high school teachers will teach 25 periods per week, or five classes per day, with the remaining two periods constituting lunch and preparation time.

Teachers signed a memorandum of understanding in 2020 that allowed the school to have an eight period, alternate-day block schedule, which was deemed most practical and safe for continuing school during the pandemic, according to Morris. Limiting classes to four per day limited the number of people students and staff were exposed to daily.

The original memorandum expired in January 2024 but was extended through the end of this school year. Morris said that teachers don't oppose returning to a block schedule in the future, if the school building is better suited for the kinds of activities that block schedules enable.

“I think the consensus is that we’re in a 19th-century, early 20th-century building, and we’re trying to do 21st-century, 90-minute classes, and that doesn’t work in this setting as it stands,” he said. “It’s not never; it’s just not right now, At least, that’s the feedback I’ve gotten from teachers.”

SHHS Schedules 2019-2025

Before COVID-19

- 10-period day comprising seven 50-minute classes and three lunches
- Every class, every day

2020-21

- Eight 40-minute classes on remote Mondays, all year
- Four 80-minute classes Tuesday-Friday that became hybrid in second semester.

2021-22

- Four 90-minute classes every day
- Alternating odd/even class period days
- In person only

2022-23

- Eight 40-minute classes on Mondays
- T/Th: three 85-minute classes; flex block
- W/F: four 85-minute classes

2023-24

- Eight 50-minute classes on Mondays
- T/Th: three 85-minute classes; mandatory flex block
- W/F: four 85-minute classes

2024-25

- Four 90-minute classes every day
- Alternating odd/even class period days
- No flex block

The essay is due tonight; a blank document sits before you. Just one tab over, ChatGPT is prepared to generate hundreds of words at the press of a button. It’s convenient. It’s quick.

But is it the right thing to do? According to a Pew Research Center survey of U.S. teens ages 13 to 17, roughly one-in-five teenagers who had heard of ChatGPT had used it to help them do their schoolwork. One-in-five teens who had heard of ChatGPT said it was acceptable to use it to write essays, while 57 percent said it was not acceptable. The high school’s academic integrity policy forbids AI use.

In a Shakerite survey administered in English classes, 49.6 percent of student respondents said that they never use AI on schoolwork; 40.6 percent said they sometimes do; 7.5 percent said they often do, and 2.3 percent said they use it most or all of the time.

Junior Eliah Onkeles-Klein said that AI could discourage students from thinking independently. “If students learn to rely more on AI for easy tasks than doing it themselves, I worry they will stop being able to think critically,” she said.

The precipitous arrival of AI technology has forced academic institutions including AP and IB to create policies about its use. The AP website states that students may not use AI tools to write or create assignments, analyze evidence, read sources or make choices about how to communicate effectively in writing or presentations. The website states that for AP Computer Science classes, students may use AI tools as “supplementary resources” for coding development and debugging.

History teacher Joseph Konopinski, who teaches AP U.S. History, said that as an educator, he doesn’t like to rely on AI. “It’s just as bad as plagiarism or copying,” he said.

According to the IB website, IB does not ban the use of AI software. “The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators,” the website states. “We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively.”

The IB program does not regard any work produced by AI, even in part, as students’ own. AI must be credited in the body of the text and referenced in the bibliography just like any quote or material gleaned from another source.

Laura Hartel, the IB Diploma Programme coordinator at the high school, said that the draft phase of IB papers or projects is integral in catching dishonest AI use. “If it is detected as AI during the draft phase, then we will talk to the student about it, about how it has to be their own thoughts and ideas,” Hartel said. “We try to catch all those things during draft phases, which is why drafts are so important. Because if the IB catches it, they can say that it’s basically plagiarism.”

Hartel said that to catch dishonest AI use, teachers use online AI and plagiarism checkers. A commonly used one is turnitin.com – a website that assesses originality and provides feedback.

Any case of academic dishonesty in IB, including AI use, is investigated and can put the full diploma in jeopardy. If student work is de-



This image was generated by Open AI’s ChatGPT using the story that appears on these pages as a prompt. When asked what the object atop the book in the bottom-right corner was, Shakerite editors identified it as either a printer, a typewriter or a “really messed up book.”
Alison Teeter, Design Managing Editor

Is AI OK? It Depends on Whom You Ask

Students, teachers and organizations don’t agree about whether using AI for school is cheating

ISABEL SIEGEL AND DANIEL CARROLL
Managing Editor Copy Chief

termined to be academically dishonest, full diploma students cannot receive credit for their classes or their IB diploma.

Though IB still relies on human examiners to grade IB assessments, they are “exploring utilizing AI as a quality control tool to detect inadvertent inaccuracies that could potentially be made by examiners during the marking process,” the website states.

Students aren’t the only ones using AI technology. At Shaker, 50.8 percent of students surveyed said that a teacher had used AI in the classroom for assignments or otherwise.

Hartel said that AI can sometimes be a helpful tool for teachers. “I don’t know any teacher that uses AI in a way that doesn’t also require massive tweaking and editing,” she said. “Because you have to; you can’t just do it blindly. A lot of times the AI can be wrong, because it can take anything off the internet.”

Hartel said that AI can help teachers make academic language more accessible to students. For example, teachers could ask AI, “Could you please put this at a high school level?” Hartel said. AI can also be used to generate more sets of questions, or more practice material.

One anonymous student said that their parent, a teacher, uses ChatGPT to make lesson plans and study guides.

English teacher Emily Shrestha uses AI in some form more than once a unit, either as part of an assignment or as a “pilot to see if there’s something new that could be incorporated meaningfully,” she said. Last year she found an AI extension that could grade student work if she gave it a rubric. Though she graded the work herself, she offered students the AI feedback along with her own feedback so they could see if they found it beneficial.

Shrestha said that the AI feedback included “the little stuff that teachers sometimes forget to include, because we’re so focused on what can be better — it purposefully includes little things like, ‘You did a good job with this,’” she said. “Those are the things that I think teachers don’t always remember.” Students thought that her feedback was more helpful, but the AI feedback was more encouraging.

Shrestha also once uploaded Common App college essay prompts and told AI to generate essay examples. She mixed the AI-generated essays in with real, student-written essays, and

had students read them. “Over and over again, students thought that [the AI essay] was the essay that had the least amount of personality, the least amount of specifics,” she said.

“Have I used ChatGPT as a jumping off point for things and made it into something that would work for my students? Absolutely,” Shrestha said. “But it should be something that’s comfortable, that fits me, fits my students. Not just something that Chat GPT spits out as the answer.”

Bots such as ChatGPT offer a time-saving appeal to students. An essay that would normally take hours of research can be generated in seconds. Hartel, who has taught the IB program in Romania, Tanzania, Spain and Germany, said that other countries often place more pressure on students, which could lead to more students using AI as a shortcut. “The U.S. is one of the only places that does non-conditional learning. Everywhere else is conditional,” Hartel said. “So if you’re expected to get a certain level and predicted to do a certain way, that university expects you to match it. And I’ve seen that lead to a student or two cut a corner because they were feeling pressure.”

Conditional learning means that universities accept students because they expect them to meet predicted academic achievement goals. If students don’t fulfill them, it’s possible for schools to rescind their acceptance.

Shrestha said that academic pressure can contribute to students’ AI usage. “I think when it comes to the academic honesty piece, having integrity is really hard when you’re stressed and when you’re rushed and when you’re a kid who’s trying to do their best,” she said. “But my theory is always that if you talk to a teacher and let them know that you’re stressed and you’re rushed and you’re just trying to do your best, you’re gonna have a better outcome than representing your work dishonestly and then having to have that kind of follow-up.”

Shrestha said that she wouldn’t accuse a student of using AI if she wasn’t certain about it. “I’m 100 percent sure that there are people that use it, and I don’t catch it,” she said. However, she uses brainstorming, prewriting and drafting assignments to see students’ process, as well as the document’s revision history.

English teacher Sharon Craig said that knowing a student’s writing style helps her determine whether they used AI. She said that students use the Google AI overview in class to generate answers quickly. AI overviews appear atop Google search results and offer AI-generated summaries of information and links.

Craig said that she may use AI to generate discussion questions, but not to create full lessons. “To use it as an assistive tool is more than acceptable. [But] as professionals, we can’t just copy and paste AI,” she said.

Shrestha said that the possibility of AI threatening teachers’ jobs is real. “It would be really hard to replace a teacher in all of the things that a teacher does, but I think that people who aren’t in education diminish what that is anyway,” she said. “So on paper, it would probably look easy, and then in practice, it would be terrifying to see what kind of school we end up with,” Shrestha said.

Said Onkeles-Klein, “I fear AI will have multiple negative impacts on students, but the most prominent fear is the potential loss of a student’s ability to think independently.”

THE SHAKERITE

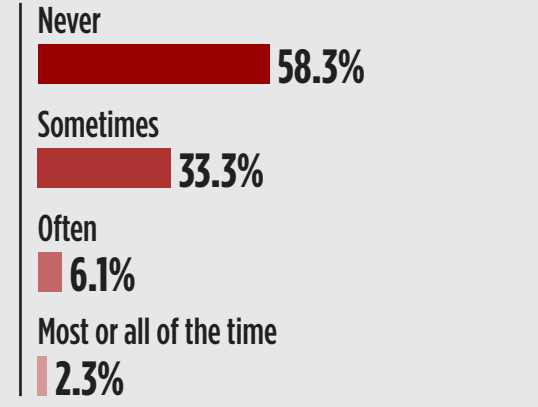
Student Survey

The Shakerite sent English teachers a link to a survey about AI use in academics and asked that they share it with students. The survey was sent Feb. 25, closed March 7 and received 133 responses.

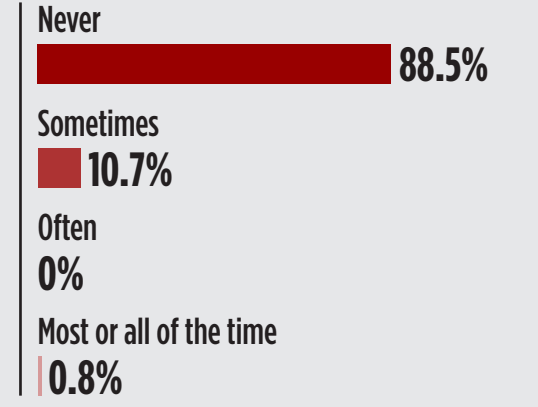


Illustration by Alison Teeter

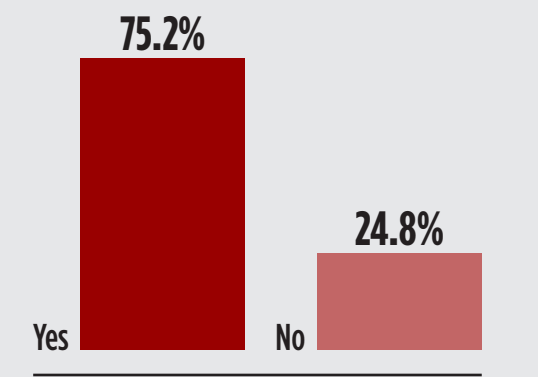
Q: How frequently do you use AI (ChatGPT, etc.) on writing assignments?



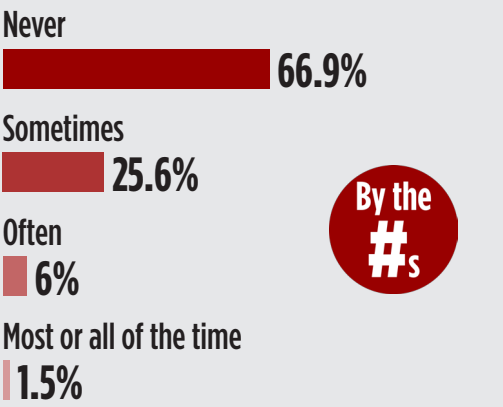
Q: How frequently do you use AI (ChatGPT, etc.) to write emails or text messages?



Q: As you understand, does the high school’s academic integrity policy forbid the use of AI to complete academic work?

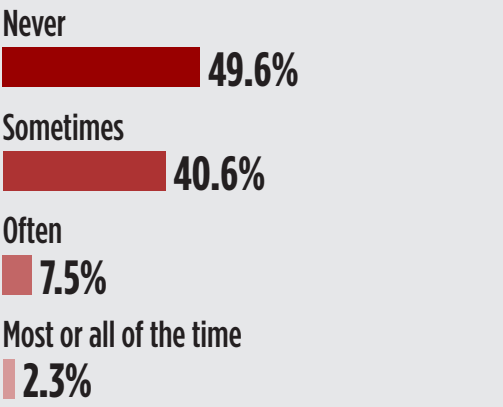


Q: How frequently do you use AI (ChatGPT, etc.) on math assignments?

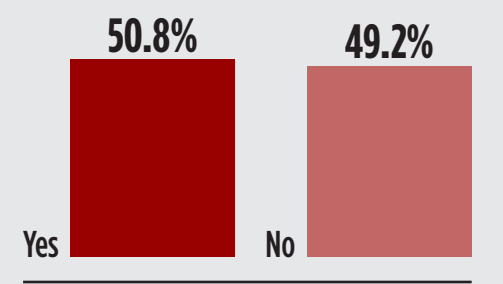


By the #s

Q: How frequently do you use AI (ChatGPT, etc.) on schoolwork overall? This includes homework, tests, essays, in-school assignments, etc.



Q: Has a teacher ever used AI in the classroom for assignments or otherwise?



This image was generated by Open AI’s ChatGPT using the ChatGPT sidebar as a prompt. Note the misspellings “AAI” and “CHATT” (it’s OK — we all had to learn to spell our names at some point). The flag above the White House contains roughly 100 stars—potentially a tribute to the president’s expansionist promises—and 15 stripes. When asked to count the stars and stripes in the image, ChatGPT told the prompter to “zoom in and manually verify it.”
Alison Teeter, Design Managing Editor

ChatGPT’s Creators Say Their Goal is to Help Everyone

ISABEL SIEGEL AND DANIEL CARROLL
Managing Editor Copy Chief

OpenAI, an AI research and deployment company, was founded in December 2015 by a group of tech innovators, including Elon Musk, and is valued at \$157 billion.

According to its website, OpenAI’s mission is to “ensure that artificial general intelligence benefits all of humanity.”

On Nov. 30, 2022, OpenAI released an early demo of ChatGPT, a generative AI chatbot. It uses natural language processing to create humanlike conversation dialogue. ChatGPT can respond to questions and compose written content such as articles, social media posts, essays, code and emails, according to TechTarget. It can also generate humanlike images or videos.

One of President Trump’s first actions was repealing the Biden administration’s Executive Order on Safe, Secure and Trustworthy Development and Use of Artificial Intelligence, which established standards to ensure safety and security with AI.

IT'S TIME TO RENEW OUR RESISTANCE

Ohio Senate Bill 104, enacted Nov. 27, 2024, bans the use of gender-neutral bathrooms in schools and prevents transgender students from using the bathroom that aligns with their identity. As a result, the second-floor bathroom that was formerly gender-neutral has now been re-designated as a men's bathroom. Principal Isaiah Wyatt said that this change was compelled by the state law. "If we are out of compliance with state policy, people's licences can be at stake," Wyatt said. "I'm trying to find a way to create a single-use restroom in place of it. That's my next plan to still be able to offer our kids a form of choice and privacy." While the district must adhere to state laws, we must find opportunities to resist the Trump administration's assault on people who are not straight, white and male.

The 'Rite Idea presents the views of the Editorial Board; however, it may not reflect the opinion of the entire Shakerite staff.



As Trump assaults education and equity, we must fight back

President Donald Trump has been in office for less than a month, and tensions are already rising. Since being inaugurated Jan. 20, Trump has signed dozens of executive orders, ranging from attacking the rights of immigrants and transgender people and slashing environmental policy to absurdly rechristening the Gulf of Mexico the "Gulf of America." For context, among the previous 10 presidents – including Trump himself – the average number of executive orders signed on Inauguration Day has been just one. The day he was inaugurated, Trump signed 26 executive orders.

Trump's actions thus far have pushed the limits of the president's power and questioned the government's obligation to protect the interests of the people. It seems as though the aim of Trump's administration is to systematically attack various groups in rapid succession. He has attacked education, threatening to eliminate the Department of Education, requiring schools to end race-based programs and attempting to expand the use of private school vouchers. He has cracked down on immigration, tightening restrictions for migrant children crossing the border, firing immigration judges, and deporting some migrants to countries that they have never set foot in. He has expressed blatant colonialism in his suggestions of taking over Gaza and Canada and reclaiming the Panama Canal. He has attacked individual rights by signing an executive order against transgender athletes in women's sports.

In the face of such relentless crackdown on basic rights and protections, it is important that we do not become numb to such events. When disregard for legal precedent and the interests of our nation's future occur daily, the situation may feel paralyzing. We forget that there are genuine steps individuals can take to counter Trump's presidency, just as was done during his first term, in which his blatant abuses of power were met with constant resistance and outrage. This time around, it seems as though we are more demoralized and less confident in our ability to push back.

And yet, nationwide, some citizens continue to organize protests and movements to speak out against the presidency, proving that these methods of resistance remain viable. Among others, the 50501 movement has grown from the desire to cultivate opposition to Trump's goals, with a name that stems from the slogan "50 states, 50 days, 1 movement." The group has organized events such as the nationwide Feb. 5 demonstration and the Feb. 17 "No Kings on President's

Day" protest against Trump's authoritarian behavior. While this movement has become well-known for its resistance to Trump and Elon Musk, it originated from a single social media post.

While it is evident that seemingly minor actions can spark massive movements, resistance doesn't always have to be so grandiose. For example, the Trump administration's assault on diversity, equity and inclusion principles has sparked outrage in some. The Ohio State University slashed its DEI program Feb. 28, which led to immediate backlash among students. Shortly after the changes were announced, students organized a protest outside of the student union, expressing their dissatisfaction with the university's president by chanting, "Fire Ted Carter."

Like the students of OSU, we too are capable of organizing student-led demonstrations against the issues that touch us most. And yet, the Trump administration seeks to strip away even this basic right. Trump has threatened to arrest and deport students who take part in "illegal" protests, and to cut funding for the colleges and universities where these demonstrations take place. In the face of such overt attempts to suppress speech, it's crucial to remember the power that Trump actually has: He has not defined what constitutes an "illegal" protest, something which is protected by the First Amendment. It is nothing more than our inherent right as citizens; that Trump is even attempting to question this right illustrates his desire to be a dictator. But we are not obligated to do as he says.

As the American Civil Liberties Union puts it, "You have the right to speak out, hand out flyers and petitions, and wear expressive clothing in school – as long as you don't disrupt the functioning of the school or don't violate school policies that don't hinge on the message expressed." In the past, SHHS students have held walk-outs and on-campus protests, often centering on gun violence. We were deeply affected by repeated mass school shootings and were more than willing to express our outrage about the lack of changes being made in response to these attacks. Our current crisis is no less cause for protest; we don't need to ask for permission. A simple social media post or flyer could be enough to start.

We need to fight for our schools, for our teachers, for our communities. We need to fight to protect organizations such as SGORR and MAC Scholars, Girls Who Code and GSA – groups that may be threatened simply because they seek to support people who are not white, male and straight.

We fought hard in 2016. Now it's time to fight harder.

MARCH RAIDERS OF THE MONTH

Kuhel Swims Her Way to College Commitment

VAUGHN ULLOM
Raider Zone Editor

Senior captain Anna Kuhel finished this season with All-Ohio recognition in the 200-yard individual medley and the 500-yard freestyle events.

For the OHSAA state championship, Kuhel finished 12th in the 500-yard freestyle and 15th in the 200-yard individual medley.

This season’s performance comes after a strong showing in her last two seasons. “My sophomore year, I was part of the 200 medley relay that broke a 28-year-old record,” Kuhel said. “As a junior, I finished 7th in the state in the 500 freestyle. Both of those were exciting.”

This season, Kuhel finished first in her two individual events and first in the 400-yard freestyle team event in the Greater Cleveland Conference championships Jan. 2-4.

“It is a competitive conference, and we’re glad to be in a competitive conference,” Kuhel said. “I like it when there is competition. That’s how you get better as an athlete and as a team.”

She credits her success to consistent off-season training, especially after a shoulder injury.



Anna Kuhel freestyles through the lane during a Jan. 3 meet at Mayfield High School.

Photo by Gus Chan

“I had shoulder surgery to repair a torn labrum in May and was unable to fully swim until October,” she said. “During that time I put in a lot of work at PT [physical therapy] and did a lot of cross training to stay in shape.”

Working to return to the team has encouraged her teammates. “I think, as a senior, Anna has helped the team grow by showing the underclassmen and other athletes what is possible when you commit to something,” senior swimmer Annabelle Malone said.

Her leadership has also been noticed by head coach Eric Peterson. “Anna provides



Kuhel

guidance to our younger swimmers through her actions but also through individual conversations,” Peterson said. “She openly shares her struggles and successes with others.”

Kuhel announced her commitment to Denison University on Instagram Nov. 24. The Denison swimming team is fourth in current Division III national rankings.

Said Kuhel, “Denison has a history of being a top Division III swim program, and they have a great team dynamic. I’m looking forward to what’s ahead.”

By the
#s

- 5:04.47
Personal best 500-yard freestyle time
- 2:09.62
Personal best 200-yard individual medley time
- 0:54.36
Personal best 400-yard freestyle relay split
- 0:24.49
Personal best 200-yard medley relay split

Horn Joins Raiders as a Senior and Delivers Leadership

EAMONN FUREY
Raider Zone Editor

Senior forward John Horn helped the Raiders win a District Championship March 1, scoring seven points and grabbing five rebounds.

The Raiders finished the regular season 9-15, ultimately losing 57-43 to the Perry Panthers in the Division II regional final game March 8 at the University of Akron’s James A. Rhodes Arena. Horn recorded eight points and a steal in his final high school game.

Horn transferred from Benedictine High School this year. Head coach Danny Young said Horn’s leadership throughout the season has improved. “We were having a hard time scoring early in the season, he really stepped up on the court.”

According to Maxpreps, Horn ranks third in the Greater Cleveland Conference for three-point shots made, scoring 43.

Young said he gave Horn the responsibility of giving the pregame and postgame talks to the team. “He has done a very good job. He leads the speeches almost exactly how I



John Horn sets up on defence during his eight point performance in a 71-50 loss Jan. 10 at Strongsville.

Photo by Camryn Dozier

would,” Young said. “The best locker room wins and he’s been doing a great job.”

Horn said he works hard to be a leader. “I help by lifting my teammates up and always motivating them,” he said. “Never bringing them down and always making sure they are going hard—during games or in practice.”

Horn’s best scoring performance came Feb. 4 in a 57-51 victory over the Bedford Bearcats. He tallied 21 points.

Young said he loves Horn’s attitude. “He’s intuitive. He’s a team guy and comes from a great family,” he said.

Horn emphasized the importance of keep-



Horn

ing emotions in check. “I can’t get too high or low. I find a steady headspace during each game,” he said.

Senior forward Miles Shelton said he respects Horn’s leadership. “He consistently tries to motivate the team and get us ready before games,” Shelton said. After the third quarter of the Dec. 8 game, Shelton said, Horn gathered the team and shared encouragement that helped leading them to victory.

Young said Horn, who is headed for college, has straight A’s. Said Young, “John is a good leader. He’s coachable and he’s been a great addition to the team.”

By the
#s

- 12.5
Points per game
- 4.8
Rebounds per game
- 33
Three-point FG %
- 83
Free throw %
- 11
Season blocks

Betting Cheapens Trust in Professional Sports

Betting on individual player performances tarnishes the image and integrity of the world’s beloved sports leagues.

Anywhere at any time, a bettor can open DraftKings or FanDuel and place a bet. It is possible to bet on anything from which team will win a game to individual player props — bets on player statistics or outcomes.

While traditional money-line and spread betting remains common, prop betting has grown in popularity, accounting for as much as 30 percent of all wagers placed on NFL games. Money-line is betting on a win, loss or draw, and spread betting is essentially wager-



SPENCER ZBANEK
Raider Zone Editor

ing on the betting industry’s prediction of the contest’s final score.

Instead of relying on a team effort to win a wager, relying on a specific player’s performance increasingly appeals to bettors.

After the U.S. Supreme Court struck down the federal ban on single-game wagering in 2018, online sports betting has exploded. Thirty states, including Ohio, have legalized online sports betting since Jan. 1, 2023. Before the emergence of online betting, bettors bet legally, through a bookmaker, or illegally, through privately run enterprises or individuals known as bookies. Sports betting has since become too easy to access.

The biggest risk to league integrity exists in the fact that everyone, even players, can place bets without facing a bookmaker — in secret, behind screens and using fake names.

Former Toronto Raptors forward Jontay Porter was banned from the NBA for faking injuries to sub himself out so that others could win prop bets they placed on him. Shaker graduate and Miami Heat guard Terry Rozier (’12) is under federal investigation for leaving a 2023 game in the first quarter with a foot injury; Rozier played for the Charlotte Hornets at the time.

The NBA is not the only league under threat. In the English Premier League, Newcastle midfielder Sandro Tonali served a 10-month ban for betting on four Newcastle matches. West Ham midfielder Lucas Paquetá is under investigation for intentionally seeking to receive yellow cards for betting purposes.

Athletes betting on or against their team is not new. Baseball legend Pete Rose was banned from the MLB in 1986 and is prohibited from entering the Hall of Fame for gambling on his own team.

While Rose claims he bet on his Cincinnati Reds to win, Porter removed himself from games so that wagers for underperforming performances would pay off. He corrupted the NBA’s integrity by not playing as hard as possible for his team.

League policies forbid betting, but the frequent scandals show that, despite the consequences, more are bound to emerge. No states ban professional league prop betting. Legislation must ban player-prop betting to preserve competitive integrity.



Michael Better.

RAIDER TEAMS SPRING INTO ACTION

SPORTS WRITING REPORTERS



Michael Better.



Baseball

Last year 12-15
Conference 4th
Postseason
Sectional final
Returning seniors 5

“We have a very young team and we are hoping we can turn it into a great season.” **Head coach Stefan English**

“We have a good chance of going further, and I’m excited to build team chemistry.” **Oshay Howard, senior**

Don’t miss
April 1 home opener vs. Lake Catholic



Crew, Men

Last year’s top finish
Men’s varsity 2x took 3rd place at nationals; first time in program history
Returning seniors 1

“The group of kids that committed are going to have a successful season going forward. We are prepared to peak at the right moments.” **Head coach Xavier Aniton**

“I’m very confident in our new Novice Team.” **Samuel Moyer, freshman**

Don’t miss
April 5 scrimmage regatta on the Cuyahoga River



Crew, Women

Returning seniors 2

“We are primarily focusing on our Junior Varsity and Novice crews trying to develop real speed to be competitive in our conference, with the goal of qualifying for nationals and the Charles in the Fall, historically the women’s team is the most successful team on the national level, we want to continue that legacy!” **Head coach Xavier Aniton**

“I think the girl’s varsity boats will be really good this season.” **Lily Pollino, freshman**

Don’t miss
April 5 scrimmage regatta on the Cuyahoga River



LAX, Men

Last year 11-7
Conference 1st
Postseason
Regional quarterfinal
Returning seniors 9

“I hope for us to build off the success we’ve had the past two years and to have our players and our boys playing to their best potential.” **Head coach Will Talbott-Shere**

“I’m most looking forward to building a connection with everyone, especially through the team dinners. Having good chemistry helps us play better.” **Maxwell Kelly, senior**

Don’t miss
April 2 home opener vs. St. Ignatius



LAX, Women

Last year 9-8
Conference 3rd
Postseason
First round
Returning seniors 6

“I am super excited to be back coaching at my Alma Mater! We have a lot of talent this year, and I can’t wait for everyone else to see what our team can do!” **Head coach Natalia Gardner**

“We’re working hard to get familiar with everyone’s playing style and hold accountability for our teammates.” **Sarah Galin, junior captain**

Don’t miss
April 10 rivalry game vs. Hawken at home



Rugby, Men

Last year 6-2
Conference 4th
Postseason
State quarterfinal
Returning seniors 10

“Rugby is a high-speed, full-contact and exciting sport. No better way to spend your Sunday afternoon than watching your Shaker boys competing for our Shaker colors” **Head coach Geoff Gainford**

“We comin’ for that chip.” **Miko Troupe, junior**

Don’t miss
April 6 rivalry game vs. Hudson at home



Rugby, Women

Last year 0-10
Conference none
Postseason
First round
Returning seniors 3

“This upcoming season, I am very excited to see all of the athletes grow and learn. I have talent on the girls’ rugby team, and I can’t wait to see how the season goes.” **Head coach Emily Morton**

“I’m excited about this season and hopeful for a more positive outcome.” **Maggie Gainford, junior**

Don’t miss
April 30 senior night at home



Softball

Last year 7-11
Conference 5th
Postseason
First round
Returning seniors 3

“We very much look forward to the season ahead with the dedicated and hardworking team and staff we have this year.” **Head coach Victoria Rosen**

“I think that this year we have a lot of talent and chemistry as a team and that with hard work and focus, we can accomplish a lot this season.” **Eleanor Miller, junior**

Don’t miss
May 12 senior night vs. Strongsville



Tennis, Men

Conference 1st
Postseason
Players advanced to districts
Returning seniors 1

“I hope the team will grow in a way that will allow them to reach their maximum potential, and stay at their peak after winning the league championship last year.” **Head coach William Morgan**

“With the strong players on the team, we expect to have a great season.” **Leo Brinkley, senior**

Don’t miss
April 1 home opener vs. NDCL



Track, Men

Conference 4th
Postseason
11th at district meet
Returning seniors 14

“I feel confident that we will compete and work hard, and we’ll see where the talent lies.” **Head coach Anthony Watkins**

“We are putting in lots of work and have the potential to make it to the state meet.” **Brian Mitchell, senior**

Don’t miss
April 26 at home for the annual Woodward-Richard Invitational Meet



Track, Women

Conference 3rd
Postseason
6 state meet qualifiers
Returning seniors 5

“Our team is poised to win 80 percent of our meets. We are a solid team across the board in field, sprints and distance.” **Head coach Dr. Angela Goodrum**

“I hope that everyone can achieve new PRs and probably just work to do the best they can for the season.” **Bridget Barragate, sophomore**

Don’t miss
April 3 Miele Meet at Gilmour Academy



Volleyball, Men

Last year 5-17
Conference 6th
Postseason
Did not qualify
Returning seniors 2

“We will be looking to build upon the hard work that was put in last season, and hope to be competitive in conference play.” **Head coach Ian Thome**

“The team has a lot of potential, and I’m hoping that we’ll see strong growth in both skill and teamwork throughout the season this year.” **Zi Shi, sophomore setter**

Don’t miss
April 14 home rivalry game vs. Cleveland Heights